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ABSTRACT

Nineteen general education administrators with no special education training or experience, the majority of them building principals, attended a special study institute. There they participated in the SEATS (Special Education Administration Task Simulation) Game, developed by Daniel Sage for use in training special education administrators. A semantic differential test of 10 concepts depicting issues in special education (integration and coordination) was administered at the beginning and end of the institute: change in the desired direction resulted for nine of the concepts and statistically significant change for three of them. On an interview schedule given at the institute's close, a number of participants made verbal commitments to actual behavioral changes. (JD)

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Special Study Institute

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ABSTRACT

This report is a summary of the conduct and results of a Special Study Institute held in Westchester County, New York, on November 13-15, 1969, under the sponsorship of the Division for Handicapped Children. Bureau for Physically Handicapped Children, New York State Education Department, and Westchester County Board of Cooperative Educational Services, Second Supervisory District.

The purpose of the Institute was to acquaint public school administrators with a general overview of the role of special education administration. The anticipated overall effect of the Institute was the integration of special education within a total education scheme and to emphasize the coordination of regular, special, and ancillary services.

To achieve these objectives the SEATS (Special Education Administration Task Simulation) Game, developed by Dr. Daniel D. Sage at Syracuse University — an instrument designed and normally used in the training of Special Education Administrators —was used in an unorthodox manner. It was felt that if regular education administrators could be made to face problems and issues and make decisions directly concerned with special education programs, not as regular educators, but by role playing special educators in the simulated environment of SEATS, they would realistically experience the necessity to change some of the existing models and procedures.

Thus, nineteen general education administrators from Westchester County, with no prior special education training or experience, the majority of them building principals, participated in a micro-work session with SEATS.

These participants adapted readily to the special educator's role and the workshop moved on at a good pace. A pre and post-test with a series of ten concepts (depicting issues in special education), using the semantic differential, revealed that there was a change in the group on nine of the ten concepts and that change was in the desired direction. Three of these changes were statistically significant. From these results it appears that the SEATS Game can be effectively used in this manner and for the purposes outlined above.

At the completion of the workshop the participants reacted verbally to a detailed interview schedule. A number of the participants made verbal commitments to actual behavioral changes. Their perceptions of the effectiveness of this approach were highly positive and there was a general consensus that this activity was very worthwhile and should be repeated.

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PURPOSE OF THE INSTITUTE

On November 13-15, 1969, a Special Study Institute was held in Westchester County, New York, under the sponsorship of the Division for Handicapped Children, Bureau for Physically Handicapped Children, New York State Education Department, and the Board of Cooperative Educational Services, Second Supervisory District, Westchester County. The stated purpose of the Institute was "to acquaint public school administrators with a general overview of the role of special education administrators with a general overview of the role of special education administration." The anticipated overall effect of the Institute was "the integration of special education within a total education scheme and to emphasize the coordination of regular, special and ancillary services."

During recent years, a number of educators involved in the education of handicapped children have expressed increased dissatisfaction with the way in which some aspects of special education for the handicapped has evolved. The special class as the vehicle for the education of the majority of these children, as executed in the field, has been disappointing. Segregating handicapped children may have created more problems than it has solved. A number of leaders in the field of special education have expressed the concern that exceptional children, when separated from their non-handicapped peers, are missing the opportunity to learn how to interact with normal children. Unfortunately, this may have a cumulative effect in that by not experiencing interactions with other non-handicapped children, exceptional children are inhibited in their total development and this may be evidenced in an inability to interact successfully as adults.

With the highly trained specialist in the school district, "regular" educators have relinquished their responsibility for the education of these children and they no longer identify with the deviate. Thus, two types of education are now recognized, "regular" education for the "normal" child and "special" education for the exceptional or handicapped child.

With sophisticated psychometrics and the increased complexity of our educational process, we are now capable of identifying many more children as exceptional in some manner. Voelker and Mullen (1963) reported an increase of more than 100 percent in the decade 1948-58. From 1958-63, Mackie (1964) reported a gain of more than 50 percent. Add to this the special compensatory or remedial education required by the bi-lingual, ghetto, and deprived white children and the depth and complexity of the problem comes into better focus. The number of children in school who need some type of special help is continuing to grow (USOE statistical report, 1969). Traditionally, many of these children have been served by special education. Using the special class as the educational model segregated out of regular education, the possibility of creating many more special classes for these children is a grim reality.

To change this model, the mental set and attitudes of many people must change. In looking for a vehicle to initiate and facilitate this change, it was

proposed that an experience in simulation might cause regular educators to have a better understanding of the problems and be more sensitive to the issues discussed here if they would be able to experience them in a structured confrontation. If they could be made to face problems and make decisions directly concerned with these issues, not as regular educators, but by role playing special educators, they would realistically experience the necessity to change the existing model.

OBJECTIVES OF THE INSTITUTE

It was proposed that a simulation game (Special Education Administration Task Simulation [SEATS] Game, developed by Daniel D. Sage at Syracuse University), that is designed to train special educators to become administrators and supervisors in special education, be used for another purpose. That regular educators in administrative positions with no special education training in their backgrounds, participate in a SEATS workshop with the following objectives stated in general terms.

As a result of their involvement:

1. Regular educators will possess a fuller understanding of and knowledge about special education.

2. Regular educators will be more willing to accept an integrated special education program with more handicapped children integrated into regular classes.

3. Regular educators will have a change of attitude concerning some of the issues that exist between regular and special education and that change will be away from the traditional mode of thinking and towards a new pattern of educating exceptional children.

A number of concepts and issue statements, in declarative sentence form, were generated from the literature (particularly from Dunn's 1968 article), and written for use in a pre and post-test with the Semantic Differential developed by Osgood, Suci, and Tannenbaum (1957). These statements depicted a number of issues and problems that are of concern to the special educator; it was felt that perhaps the SEATS workshop, as an independent variable, would effect a change in attitude towards these concepts. The following ten concepts were paired with sixteen bipolar adjective scales to form a Semantic Differential that was used as a pre and post-test:

SEMANTIC DIFFERENTIAL CONCEPTS

1. ALL HANDICAPPED CHILDREN PLACED IN SPECIAL CLASSES.
2. SELF-CONTAINED SPECIAL CLASSES.
3. RESOURCE ROOMS FOR THE HANDICAPPED.
4. MODERATELY HANDICAPPED CHILDREN IN REGULAR CLASSES.
5. ALL SPECIAL EDUCATION AS SPECIAL CLASSES.
6. SPECIAL EDUCATOR HAVING SOLE RESPONSIBILITY FOR HANDICAPPED.
7. RESOURCE TEACHERS FOR THE HANDICAPPED.
8. SPECIAL CLASS CHILD RETURNING TO REGULAR PROGRAM.
9. I PERCEIVE SPECIAL EDUCATION ADMINISTRATION AS:
10. SELF-CONTAINED SCHOOLS FOR THE HANDICAPPED.

Nineteen general education administrators from Westchester County, with no prior special education training or experience, the majority of them building principals, participated in the micro-work session with SEATS.

INTRODUCTORY REMARKS

The Institute began on Thursday afternoon, November 13, 1969, 3:30 p.m. Mr. Burdette Gleason, Associate Superintendent for the Board of Cooperative Educational Services, Second Supervisory District, Westchester County, greeted the Institute staff and participants as follows:

On behalf of the BOCES Board and Dr. Thomas V. Russo, District Superintendent, I am happy to welcome both our building principals to the workshop and the Institute staff to Westchester County.

"When the State Education Department first approached us with the idea of having a Special Study Institute for building principals in Westchester County, we were most happy to plan a workshop cooperatively. We saw the workshop as an opportunity to bring together both general educators to examine the philosophy of educating physically, emotionally and mentally handicapped children, and to discuss methods of developing new programs for educating such children at the local district level. We realize that the implementation of any discussions you may have over the next three days will rest upon our cooperative efforts with building principals in each of their school buildings.

"We would like to thank the building principals for interrupting their busy schedules to participate in this Institute, and we trust you will find it a rewarding experience."

Mr. Richard Hehir, Chief of the Bureau for the Physically Handicapped, addressed the Institute staff and participants with the following remarks.

"I appreciate very much that all of you could come to this Institute. Generally, when the Bureau for Physically Handicapped Children has sponsored special study institutes, we have geared them towards the in-service education of special education teachers. This Institute represents a departure from our practices in the past. Not only are we not gearing it toward special educators, but we aren't really providing education in special education. Rather, we are talking to you as principals active in general education. This is a pilot program, therefore, and we're very interested in seeing how this workshop will develop.

"Now you might ask first, "Why are we doing this?" — "Why are we focusing on general educators?" The answer to that is that we want to see special education become a part of, closer to, the mainstream of general education. We feel that special education has become perhaps a little too specialized and too separate and segregated from general education. So we want to try and bring special education closer to general education. I think of the numbers of calls we frequently receive in the Bureau from principals, from teachers of regular classes, who are sometimes very horrified and panic-striken because suddenly they are presented with a handicapped child. I can think of a teacher of kindergarten or first grade who was presented with a blind child by the principal and was told, "Take this child into your class." You can imagine the fear that this teacher had because, quite frankly, she has had no orientation, no experience with special education, and particularly with a severely handicapped child like a blind child.

"Yet that is one kind of handicapped child who should be going to a regular kindergarten which stresses the child's growth and development rather than her handicap as a blind child. If you think back on your training programs, teacher preparation programs, your educational administration programs, quite frequently there is no exposure, no orientation towards special education. It is very understandable, therefore, when a regular classroom teacher or a building principal is confronted with a problem in special education to become a little apprehensive and tend to rely on those specialists who take care of these special kids. And yet we're essentially talking about 10 percent of the school-age population, who should be receiving their education in regular public school classes — not in segregated facilities outside of the school district.

"Secondly, why have we selected building principals as the participants in this Institute? You might have heard from many sources that the power or influence of the building principal is diminishing. On the contrary, we still feel that the building principal is an instructional leader in the school and has a great impact on what goes on in the public school. We believe that he sets the tone for the public

school. He will also, as Brickell says in "Organizing New York State for Educational Change," innovate and be the change agent. Without the principal's support many programs just will not start, much less go. So we are very much interested in the building principal and his role in the development of special education in the public school. This is why this Institute is directed toward you as building principals.

"Just as education generally is changing, so is special education. Too frequently we think of special education as meaning the special education classroom — the class for the retarded, for example — or, that program that BOCES offers to your kids. But special education is changing and the trend is for special education pupils to attend regular classes with supportive help such as resource rooms, itinerant teacher service. Such supportive help is necessary to a handicapped child attending a regular class, but for the program to be successful the understanding and support of the regular classroom teachers must be obtained. This can be achieved with the help of an enlightened building principal. This, then, is the reason we're having this kind of an institute.

"We are very much interested in your reactions to this Institute. At the conclusion of the Institute you'll be asked to evaluate your experience. Frankly, what you say in terms of the effectiveness of this Institute will determine whether or not this kind of an activity is carried on in the future. At the present time we think that if it's beneficial to you, we will conduct another one next year in upper New York State. I ask you very sincerely and honestly to give us your critical remarks. If this is a good institute, we want to know it. If it's bad and should not be repeated, in your estimation, we want to know that too. If it's fairly good, we'd like to know your recommendations as to how it should be improved. The simulation model that is presented to you in this Institute may be very good, and you may like it and think it's beneficial. On the other hand, if you think it is not a good approach and that another approach is more effective, we'd appreciate knowing the techniques which might be substituted.

"Thank you very much for coming to the Institute and we hope that you'll enjoy this experience. I'll now turn you over to your Institute Director, Dr. Sage."

INTRODUCTION TO SEATS AND SIMULATION PROCESS

Dr. Daniel D. Sage of Syracuse University, Director of the Institute and author of the SEATS Game, then formally introduced the participants to the simulation game. He discussed the purpose of the Institute and ground rules of the simulation process in the following talk.

I think Dick did a good job outlining the major aims of this Institute — as I see them to be, at least. Perhaps the nature of our general aims will be a little more clear if I indicate that we have been experimenting with various vehicles to help educators confront the basic issues that are with us today in the education of

handicapped children. We have been trying various kinds of ways of looking at what are the major issues, what are the pros and cons, what are the strengths and weaknesses of various approaches, etc.; however, we have been focusing primarily on special educators — people who are already in the field or who are training for the field. We have run many institutes, varying from a two or three-day model, such as what we're dealing with here, up to two-week intensive institutes, semester courses, and a variety of ways of looking at the issues in the administration of special education programs.

We have looked at this in about three different dimensions. As a pre-service need for people who perhaps are in graduate school, having been practitioners in the field for a few years, either general or special educators, but who are now pointed toward leadership roles in special education. We've seen some of our activities having pre-internship objectives in which, for example, students who would be on campus a couple of years would be dealing with these issues as a pre-internship thing, then go into an internship. We've also been looking at models for in-service work with incumbents — incumbents all the way from people who have just been assigned to an administrative role in special education last year or year before last, all the way to people who have been in the field for 35 years, but still feel it may be useful to come together with other problems via some media, some method, of asking each other, "What are the current problems?" "What are the current issues?" and "How can we best come to grips with them?"

So we have been focusing on people inside the specialist field, and we recognize that there are problems in this. We recognize that you don't really accomplish a lot if you spend all your time talking to people who are already part of your club, and that it may be a lot more important to get outside your club once in awhile. We have, over the last year (the students and myself, and people in the State Department) been more interested in addressing the major issues in special education with general administrators, regardless of their specific role — building principal, assistant superintendents, superintendents — but generalists in education administration. How to do this? Well, we've been using this simulation model over the past three years for the special educators. We see the simulation approach as useful in providing students or incumbent practitioners with the chance to confront problems with a standardized stimulus, to have a chance to consider together some of the problems confronting administrators in regard to this field.

As I see it, the importance or the appropriateness of the development of simulation has been with the intent of providing a standardized experience which a group of students or practitioners can share in common, and therefore compare various approaches in dealing with the everyday problems which typically confront the administrator in this or any other field. In real life, of course, no two persons can hold exactly the same position at the same time; therefore, no two persons can be said to have had exactly the same experience. Varying situations bring about a variance in appropriate methods of dealing with problems. Through simulation, however, all the members of a group can begin equally in terms of the amount of information known that would have bearing on decisions made, and after having

faced the problems and made the decisions, all the individuals can participate in a consideration of the pros and cons about the handling of each case. This approach has been used (I'm sure you are aware) in all kinds of training programs. The military, of course, has probably been the most frequent user of simulation in war games. Right now — the blast-off tomorrow morning — of course has been done in simulation thousands of times. Probably people have become more acquainted with the concept of simulation through NASA than ever had been the case before. It would have been impossible without the kind of effort exerted by NASA. Some of you may have participated in educational administration simulation, as Marion Smith, principal of the Whitman Elementary School. For many years now, through the efforts of the University Council for Education Administration, incumbent principals of schools and principals in training have played the role of an elementary school principal in the simulated school district of Jefferson Township in the simulated state of Lafayette, etc. Many school principals have been exposed to that training approach.

One of the major purposes of getting into a simulation method of confronting problems, or considering issues, is that it gets us away from the lecture as a method of imparting information and pointing up issues. Before you get the idea that I'm like the little notice I saw on the famous innovations game that the NEA put out a couple of years ago, where it mentions, "Attend a lecture for three hours, in which a university professor talks to you about the evils of the lecture method." Lest you think I am about to pull the same thing upon you, I want to advise that one of our main objectives in using the simulation approach is that it puts the participant into a very active situation where he cannot sit and listen, or not even sit and talk, but has to sit and work. Now, one group that I did this with last spring pointed out to me that if they had wanted this much work they could have stayed right at home in their own office and had the same kinds of problems. But they were people who were practicing Directors of Special Education in a number of Florida counties, so to them the simulation game that we had was just more of their same kinds of tasks. I hope that for you people it will be a little different.

Most of you are building principals, I guess, or maybe some of you are assistant superintendents or superintendents. You're all general educators, by and large. We are interested in asking you to role-play a special education administrator for a couple of days. We feel that to best confront the major problems and major issues in another field, it may be helpful to walk in someone else's moccasins, to actually role-play what this other cat's job is, and see how you see things through that other person's eyes — from his point of view. I'm not sure how easy it is to do this, but I think it's worth a try. We're hoping that you folks will give it a try as an experiment in confronting the issues, and we'll see how it goes.

Now, one of the things that we need to do to start is to assign you a code number, because if you're going to be role-playing you're not going to be Harold Akley or anyone else for a couple of days. You're going to be a fellow named Lee Blank, who is a director of special education in a particular school

district. In fact, if you'll look at your name tags pinned on you, you will see that on the back it says "Lee Blank", and as of about now it might be a good idea to turn that around and become Lee Blank and forget who you really are. Now, we're passing out to you a ditto'd demographic data sheet that has a code number at the top. For the next two days that will be the number by which we would like to discriminate one Lee Blank from another, because since you're going to be Lee Blank you're going to be signing your name Lee Blank to some written communications and a number of things. But we do want to keep all of each Lee Blank's material together, so there will be a system whereby even though you're all Lee Blanks you'll put your code number at the top of all written materials so that we can sort all of any one Lee Blank's material into one bundle. Now, so that you won't forget your code number I'd suggest that you write it somewhere, like perhaps on the back of your name tag, or on your folder, so that you have your code number and can use it hereinafter for the next two days. Since we were interested in this Institute in looking at some of the questions, some of the problems, maybe some of the issues with which administrators are concerned, and should be concerned, in terms of providing educational programs for handicapped children, maybe we ought to start with "What are the issues?" " Are there any questions?" "What's it all about?" Well, I have a way I'd like to start with this and that is to ask you people what you think some of the issues are. This is a rhetorical question, but because during the next few days we're going to be presenting you with some problems, your reaction to those problems will give you a chance to think about your perception of what some of the issues are. Your reaction, hopefully, will point up to all of us attending here together, various people's perceptions of various issues in the education of the handicapped. Now, we're interested in this because, as Dick said earlier, the point of view presented by you folks and presented by some of us who have been in the field a long time (special education) is important.

As a starter on this, we have an instrument that we'll pass around right now that will provide you with an opportunity to indicate what you presently feel about certain concepts that are pretty basic to educational programming for handicapped children. We are passing around an instrument in which you'll have a chance to react to about ten concepts — concepts which you will quickly recognize as central to the issues in programming for handicapped children. I must ask you to look at the cover of this carefully. It's probably a very familiar format to you. It's a semantic differential format, which you've undoubtedly responded to many other times before, but in case it is unfamiliar to any of you, read the cover and then proceed to give us, if you will, the benefit of your perception of the concept that occurs at the top of each of the following ten pages. As you are responding to this instrument, we will pass out some other material that we will get into very shortly, so don't let us interrupt you at this point.

At this point participants completed the pre-test instrument.

If you would tear yourself away from that fascinating literature in the folder for just a minute, I think that unless we have erred in some way, we have placed beside you one of these yellow packets that says, "SEATS Game - Packet A -

Orientation." This is the Special Education Administration Task Simulation Game, which gets its name from those words and not because you spend all your time at your seats. But you do that, as well, for a large portion of this activity. To deal with this SEATS game, there are some ground rules that we establish in advance. With a group like you, it probably isn't even important that we establish the ground rules. For some of the groups with which we work it does become kind of important. A lot of groups using this are registered in courses and are concerned about grades, and so some people get bothered about whether their responses to this material are going to be graded. For your information, not that you care, we have a flat rule that we do not assign grades for performance in this activity. We do this because we feel it is important for everybody to engage as freely as he will without fear of repercussion due to any qualitative assessment of the way he behaves in reacting to the simulated situations. However, we do like to emphasize that to maximize the pay-off from an instrument like this, there sort of has to be an agreement that the performance of any individual on each situation ought to be subject to discussion and consideration by the remainder of the group if, by so doing, it will provide general enlightenment or instructional benefits to the group as a whole. Therefore, we have to have an advance agreement that nobody's going to be sensitive about anything that he does around here, that he's willing to have his colleagues take a part in what he does. It does help a lot if people can go into this activity with that kind of openness. Simulation as a technique is optimumly profitable if the participants can play the role as completely as possible and if the mode of presentation of the situations and the responses to them can be made as realistic as physical conditions will permit. It is therefore important that each participant during this activity really becomes Lee Blank who is the newly-appointed Director of Special Education for the Dormit Central School District. Therefore, in responding to situations, do not say, "Well, I think Lee should do such-and-such," but rather, "I will do, or I did do such-and-such." Likewise, in signing a memo you write, a letter you roughed out for your secretary, or something like this, do not sign your own name, but rather sign Lee Blank. In answering the telephone, which you will have an opportunity to do tomorrow, don't say, "This is John Smith," but say, "This is Lee Blank."

In handling written materials, which you will have an opportunity to do tomorrow, you should use your code number (the code number that's been assigned) on all such written correspondence. We will hand out stationery, and on a piece of stationery — whether it be a memo or whatever — would you always use your code number in the upper right-hand corner of any written material. You will also note that on some of the material you will find in your packet (there are only a few such items in this packet, but tomorrow you'll get other kinds of packets that will be just chuck full of different kinds of material, there will always be a code number down here at the bottom — like A-1, and tomorrow it'll be B-1 and B-6, etc. — so on any written response you make, so we can tell which item you're responding to, would you also put the code number of the item down at the same relative position on your response on your memo as you found it on the memo or letter or whatever that you received. There are certain materials in each packet that you get — like there's certain material in today's packet which you just received — which should

be kept for your reference during the course of the workshop. But other materials would be designated to be handed in at the close of each work session. None of the materials may be permanently kept because they are owned by the State of New York, I think, right now. They're in the process of transferring ownership here from us to them and they will want to use them again for other workshops.

In Packet A most of the material is purely for information purposes, as I believe you have already surmised. However, you will find that among the four items included with the booklets there are some communications which may suggest an answer. You should determine for yourself whether you feel that a response would be appropriate or not, and if appropriate, make a response by roughing out a memo on the stationery provided, or a letter, if appropriate. Or perhaps by making a note to yourself in writing which could be used in an oral discussion with someone, if you met them face to face, with some notes to yourself of points to be sure and tell the old so-and-so. Or perhaps some mental notes and some written notes that you would want to use as reminders in case you were to have a telephone conversation with someone. In some situations it may be appropriate not only to do some thinking and some planning but also to augment your plans with some written outlines of things to do.

You will also note that you've been handed a form with a bunch of squares on it — a reaction form. The purpose of the reaction form is to indicate briefly what the nature of your response would be to each coded item: A-1, A-2, A-3, etc. The booklets in your A Packet don't have any code on them — they're for information purposes. But on this reaction form you should indicate the item number, the nature of the response you would make, that is, write a letter, make a phone call, go see him; and persons involved you would put in there; and a brief phrase of the reason why you consider the action you would choose to do as the best action, the appropriate action. This should be very brief, very sketchy, but a means of recording what you think would be the proper thing to do and why.

OK, let's get into character a little bit. You are a person named Lee Blank. Mr., Mrs., or Miss, or however you care to think of it. Your background of experience and training is known only to you. You can have it be as much or as little as you want but somehow or other you have qualified for employment in the newly created position as Director of Special Education in the Dormit Central School District in the state of Lafayette. It is now August 15th of whatever year you have set, and you have just moved into town and have just found your office down at the central administration building of the Dormit Central School District. You have visited the area once before last spring when interviewing for the position, and at that time you met a number of people and took a tour through the city and went around the district in order to see the special education facilities for which you are now assuming the responsibility, but you do not know very much about your new job nor the new community in which you will be working. However, some of the persons with whom you will be working have been thoughtful of your situation and a number of steps have been taken which will get you oriented as soon as possible. On August 15th you have come by your office in the afternoon primarily to unload some

books and professional materials for which there was no room where your wife is unpacking, and also you wanted to check by the office to see for sure what you were supposed to be doing tomorrow, which is your first full day on the job. Incidentally, we've had to telescope time a little bit and tomorrow your first full day on the job comes right after supper tonight. While in the office, you find that your secretary — a gal named Sally who has worked in the district for some years and who has previously been a general secretary to the department of elementary curriculum — has placed on the top of your desk a number of communications, booklets, etc., which have been accumulated by your colleagues to assist in your orientation. These, of course, are the contents of the A Packet. While you only have a few minutes to look at them now, you will be able in normal times to take these home overnight and become more fully acquainted and perhaps to respond to some of the suggestions, or requests, that have been made of you in the communications you receive in the A Packet. OK? It's good to have you aboard, Lee. We're expecting great things of you and we're certainly going to look forward to becoming better acquainted as we work together in the course of the year.

At this point the participants were placed into role. The workshop proceeded with the following schedule.

SEATS WORKSHOP

November 13, 1969

5:00 p.m.	Initial Study and Reaction to Material.
6:00 p.m.	Dinner.
7:00 p.m.	Tour of Dormit.
7:30 p.m.	Feedback Session: Interview with the Boss "What's Rotten in Dormit"
8:30 p.m.	Adjourn.
Overnight	Complete Study of Orientation Material — Packet A.

November 14, 1969

8:30 a.m.	Continued Feedback from Packet A.
9:30 a.m.	Work Session — In-Basket B.
10:30 a.m.	Coffee Break.
11:45 a.m.	Lunch.
1:00 p.m.	Work Session — In-Basket C.

2:30 p. m. Classroom Observation.

Coffee Break.

2:45 p. m. Role Play (Teacher - Supervisor Conference).

3:00 p. m. Feedback.

3:30 p. m. Adjourn.

Overnight Micro-Basket D.

November 15, 1969

8:30 a. m. Continental Breakfast - Feedback Micro-Basket D.

9:15 a. m. Role Play (The Case Conference).

9:45 a. m. Feedback (Analysis of Group Roles).

10:00 a. m. The Regular Educator and Special Education - A Group Discussion - Dr. Herring.

10:45 a. m. Post Test.

11:00 a. m. Conference Evaluation - Small Group Feedback Panels.

12:00 noon Adjourn.

FEEDBACK SESSION IN-BASKET B

On the morning of November 14, 1969 a feedback session was conducted on In-Basket B. It is presented here to give some of the tone and flavor of the interaction that was, at this point, building in the simulation process.

Of all the items you found in your in-baskets, I noticed we had certain items to which there were many more responses than others. I'm sure that some of you had some real problems recognizing that you weren't going to be able to write memos in response to all these items and therefore feeling that you had to organize your work first and you wanted to perhaps fill out the reaction forms first. Sort of get things organized and indicate briefly on it what you are going to do with all the items rather than take the time of actually responding to the items. We recognized that and that's a very realistic way of looking at this. On the other hand, some people may have just started plowing through and taken the first one on the top and the next one and just working your way down, and even though you didn't have time to get to the bottom, maybe that was your approach. I'd like to point out that that's

one approach which sometimes has problems in it because you never know but what you may find at the bottom of the pile is a memo from the boss saying that you have been fired as of the day before and you could have saved yourself a lot of work. I suspect more of you wanted to organize your work, setting some priorities and perhaps planning what you are going to do rather than going ahead and doing it. That's good, as I see it, you know, in terms of planning and organizing your work. One problem is, it's kind of bad in the process of simulation in that we never have enough time, particularly in a micro-workshop like this, and what we like to get is some complete responses — you know, completely written out memos, however rough, even to a few items, rather than the perhaps better management technique of really organizing things. This afternoon, when we're going to have another packet, I will instruct you in a slightly different approach which will enable you to perhaps bring together those two opposing motivations a little bit more adequately.

Out of those items that you saw in this packet, which do you see as the hottest, most crucial ones that you thought that you need to respond to most? What is your favorite item in there?

Lee #1: I tried to respond to the ones that affected the individual child.

Lee #2: I got the one that might have the most pressure although I simply started plowing through. I didn't know we wouldn't have time. I chose the one from the boss; he wanted something very specific and he put a time limit on it — Next week!

Lee #3: Not only that, but it had repercussions for maybe other teachers.

Lee #4: I felt this morning if we had a week that I could put this on the bottom of the pile.

Sage: You said that you needed to do something in a week on item B-3 but in B-3, how realistic was Forney in making that request? I think he was being his usual insensitive self, wasn't he? I would say that you might want to establish some procedures to respond to item B-3 right away but do you have any hopes of really responding to item B-3 in a very short time?

Lee #1: Only to set the tone of what your response will be.

Lee #2: I took B-2 as being very important because this is the committee that has worked so long and hard in the community, number one, plus the point that there's going to be a statement to the board of education, and plus the point that I'm a new man and community pressure being what it is plus board pressure being what it is, I didn't write directly to this lady. I sent a memo and a copy of the letter to the superintendent of schools and asked him to meet with me to discuss this because this was going to come up at that board meeting. (See Figure 1)

RETARDED CHILDREN
CAN BE HELPED

Southern Jackson County Chapter

ASSOCIATION FOR RETARDED CHILDREN

Post Office Box 25

Dormit, Lafayette

Executive Office 445-7312

--- A United Fund Agency ---

September 29,

Mr. Lee Blank
Director of Special Education
Dormit Central School District
Dormit, Lafayette

Dear Mr. Blank:

The Dormit Chapter of the National Association for Retarded Children is pleased with the educational considerations that have been given to our children. For years, along with struggling to persuade the administration to establish adequate classes for retarded children, we have also consistently voiced the need for the services of a supervisor or director of special education. We are happy to see our dreams and hopes finally coming to fruition.

We are, however, concerned as to the double standard of graduation procedures practiced at the high school level. There have only been a few students that have reached that point so far but when a special education student has completed his high school program, he does not receive a diploma or any form of certificated recognition. With retarded children being so prone to "drop out" certainly those who do complete the program should be rewarded as are the regular children. The value of a diploma has been argued pro and con by many factions in our community. The argument usually comes back to our original premise that if a high school diploma serves no other purpose than to psychologically motivate the regular student, then a retarded student should have the right to the same motivation.

At our last ARC meeting, it was unanimously agreed that our concern for this injustice should be brought to the attention of the school district administration; We are preparing a statement to be presented at the next meeting of the district Board of Education. We would hope that you could attend and act as a resource person in our behalf.

You might like to know that we approached Mr. Statano on this last year and while he did not give us an outright "no" he effectively put us off and I understand that no further consideration has been given to the matter. I hope you can help us in this regard.

Sincerely,

Helen Fredrickson

(Mrs.) Helen Fredrickson, Chairman
Dormit Association for Retarded Children

Figure 1

Sage: Item B-2 is kind of an interesting item. Let me read a couple of responses that you folks gave us on that. "Dear Mrs. Frederickson: Thank you for your letter of September 29 and your interest in the needs of retarded children. I agree with you that all children who have successfully completed the high school program should be given some sort of recognition and that retarded children who successfully complete the high school program should also be given a certificate or form of recognition. I shall be happy to appear at the meeting but I would like to see you as soon as possible to get more information on the statement that you are preparing for the board." Another person says, "Dear Mrs. Frederickson: I am in complete agreement with you concerning the feeling on diplomas for graduating from special education programs. The completion of any program in education is a noteworthy accomplishment. I will be glad to work with you to make this change and will be in attendance at the next meeting of the board. If possible, I would like to see a copy of your statement before the meeting. We appreciate your interest in our program and look forward to meeting you personally." Someone else sent a memo to Statano (Superintendent - Dormit) and said this is a copy of a letter received from Mrs. Frederickson. Before I answer it, I want to discuss this at your convenience. Another person wrote back to Mrs. Frederickson and said, "I want to reassure you that Dormit Central will review this problem with respect to the high school diploma awards. I wonder if we could get together before the board of education meeting so I may become familiar with your point of view." Another one says, "I should be happy to be at the board meeting you referred to and I must, of course, attend as an official of the district and cannot properly ask for a special group. I shall, however, be very happy to present current positions existing in many districts in this particular problem area. I shall also inform my colleagues of the thinking of many authorities in special education. I would hope that this background may result in a happy solution from your point of view. All of us have a selling job to do. There are people who disagree. The people who disagree, undoubtedly, are sincere but not fully informed." How does that grab you? Anybody object to any of those responses so far? How would you object?

Lee #3: It seems to me that in none of the replies does the high school principal come in, in terms of meeting with them, and he's one of the persons most directly involved.

Sage: Any other feelings about any of these responses?

Lee #4: I was in agreement with them except the last one or next to the last one. The issue with me, I believe, would be that I do not want to appear at this board meeting as a resource person in their behalf, and to me this is an important issue that I think should be cleared up with Mrs. Frederickson — that she does have a just cause and a cause that I would have to work towards, but my approach to the board of education would be in terms of

meeting the needs of the children and not merely supporting a position that this organization has taken. However, I must also realize that this organization is an important one for getting things done for my particular position and so I think it's necessary that we get together to discuss. Not that I am going to act for her, but we can work together, and I think this is very important that she is not looking at me as a person that will praise her causes or any such future causes.

Sage: You're going to play it carefully?

Lee #4: No, not carefully. I am going to state it specifically that this particular situation which you mentioned here is a worthwhile one and I will support it, but I am supporting it not because she has stated to me to support it, but because I think it is needed.

Sage: The people who said that I'll be happy to go to the board meeting with you and all this — what are the dimensions of the problems that might arise from following that course?

Lee #5: Embarrass all the other professional colleagues.

Lee #6: You're pretty new to take a stand.

Sage: To choose sides?

Lee #6: You're certainly not going to choose sides. You actually would be taking a stand if you were there and made a statement. If I were a member of the board of education, I think I would challenge a lot of the logical part of how shallow or how deep your understanding of the situation would be. Of course, if it comes to the issue of whose man are you, are you the man to help the A. R. C. represent retarded kids, or are you the board of education's man to run a program.

Lee #7: I couldn't give a hoot about that but I would be more concerned with how foolish I would look after being in town only a month or two, and then stupid enough to not only take a stand but to take it publicly.

Sage: What about some of these other items in this packet that you particularly thought were crucial:

Lee #1: I thought B-11 was important because there was an incentive for eventual movement of kids into a regular program. And as such, the attitude of Coleman in turning off Miss Petrie on this one would not disturb me. I would be encouraged with the possibility that some teachers had volunteered at least verbally to Petrie to accept some of the special education kids and I think that what might be in order at this time would be to talk with her, to plan the strategy in the hopes that there might be a staff

conference consisting of guidance personnel, administration and special education people interested in, not forcing the situation, but to set the possibility of opening up a regular situation to a kid and as such it was very important, too. (See Figure 2)

Sage: One person said, "And I don't like to complain, I just don't like replying with what you may feel is an evasive answer. While I agree with many of your points made, your thoughts are in an area where we must make progress slowly. I would appreciate your giving me time to see how far we can work in this direction. I appreciate your sharing your thoughts with me." Another one wrote back to Lillian Petrie, "Your note of the 28th is appreciated and I'm sure all personnel wish to integrate special education children with the regular classroom children where appropriate. As you know, this is under study at this time. However, you are aware, I am sure, that Mr. Coleman may have had good reason for not moving in this direction at this time. In the near future all special class teachers and I may be discussing the subject in depth." One of them wrote back to Jim Coleman, "I would like to meet with you at your earliest convenience to discuss ways in which some of our E. M. R. children may be integrated into segments of the school program. I know you endorse our district's philosophy of integrating the handicapped child into as much of the regular school program as possible. Subsequent to our meeting, I feel that Miss Petrie should be brought in to become aware of any physical limitations of the plan and to discuss when and how her students may become involved." Another one writes to Miss Petrie, "I have your letter regarding the isolation of your students. We are trying to get out students involved. It requires time to change attitudes, of course. This matter is one that will be discussed with all involved. Meanwhile, perhaps we can arrange for you to take the students out yourself for a playtime as we work matters out with P. E. and others. I'll drop by to see you." Other reactions to this? Do you see anything difficult about any of these responses? Do you find fault with any of them? Offer something better.

Lee #2: I think the first one wasn't very supportive of Miss Petrie. It was almost more of something that she could possibly expect Mr. Coleman to say. Generally, this wasn't very supportive.

This is just a small sample of the in-role interactions that occurred during the three days. Though this is the first work session, it is evident that the regular administrators are fully in the role of Lee Blank, the Director of Special Education.

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: Lee Blank **DATE:** Sept. 21

FROM: Lillian Petre
McClellan Junior High

I don't like to complain after all the help you have given me in getting situated in my new job, and I do like the EMR children very much, but there is one problem which is worrying me more as time goes on. Since my room is located in the basement of the building, the regular kids rarely have any association with it. If they do, it's only to occasionally see the custodian or something. Honest, we're in a state of complete isolation. I don't mind this too much as I'm awfully busy, but it has become a real problem to the kids. My class reports here at 8:30 A.M. and they don't even leave the room until lunch at 12 o'clock. Then back at 12:45 until 3:15 when they go home. They don't have physical education with the regular students because the P.E. teacher feels they would cause trouble. The regular students are allowed this year to sit where they choose in assembly. However, Mr. Coleman has advised me that my kids should sit together.

If some how my kids could be assigned to regular homerooms in the morning, at least they would get a chance to see the regular children. There are 23 homerooms, and I have talked with a number of the new teachers who have homerooms and they agree it would be all right to have some of my kids assigned with them. I feel that some people I talked with, however, didn't want to be bothered with those "crazy" kids.

I talked with Mr. Coleman about this homeroom idea, but he so much as told me that he didn't see where this was particularly important. He hinted that I should be concentrating on the bigger problems and not bothering with such trivia. Maybe you can get him to see that the kids do have a legitimate gripe and that it is "big" to them. Could you talk to him about it?

Figure 2

PRE-POST TEST DATA AND ANALYSIS

To objectively analyze the effects of the workshop, the pre and post-test data were analyzed by program ANOVAR (Veldman; pp. 246-68), a subjects-by-trials analysis of variance which is equivalent to a t test for correlated observations. As seen in Table 1, with the exception of concept eight, all concepts changed in the hypothesized direction. The changes in concepts one and six were significant at the .05 level; concept four was significant at the .01 level. Concept nine approached significance at the .05 level.

Table 1

Analysis of Hypothesized and Observed Direction of Attitude Change in Terms of Mean, Semantic Differential Scores

Concept	Hypothesized Direction of Attitude Change: Subjects to Become More:	Pre Test Mean	Post Test Mean	Actual Change	Level of Significance
1	Negative	41.06	29.89	Negative	.05
2	Negative	66.50	62.00	Negative	NS
3	Positive	103.94	105.44	Positive	NS
4	Positive	101.67	106.89	Positive	.01
5	Negative	37.11	33.56	Negative	NS
6	Negative	49.39	40.83	Negative	.05
7	Positive	104.44	105.33	Positive	NS
8	Positive	100.78	100.17	Negative	NS
9	Positive	95.17	100.11	Positive	NS
10	Negative	59.50	55.94	Negative	NS

In all, three out of the ten concepts changed in the hypothesized direction to a significant degree; one approached significance, and all but one moved in the hypothesized direction.

PARTICIPANT FEEDBACK AND EVALUATION OF THE INSTITUTE

Following the workshop, the participants were formed into four groups, each with four to five members. Each group simultaneously spent one-half hour with one of the Institute staff and, following a structured open-ended interview schedule, they provided feedback on their reaction to the workshop. In one part of the interview the participants were asked to recall their perspectives, beliefs and feelings toward special education prior to the workshop, and to indicate whether these had changed as a result of their involvement. Also, whether any change in manifest behavior was anticipated upon return to their regular positions. The sessions were recorded; a small sample of their comments is listed below:

Lee #1: I have been very happy to be complacent. I can't be anymore. Special Education is in the building and BOCES is running (it) and I never asked a question.

Lee #2: I think I turned up a feeling that I have had, I mean about that separation business. I had some questions about sovereignty and I think this only consolidates the feeling that I have had that it should be brought more (as much as we possibly can) into the regular school program.

Lee #3: I've got to take care of these kids.

Lee #4: We contact (our special education director) every now and then, but there isn't enough sit down and hash-over the whole idea of the program as there should be. I think this way — this conference here may have a tendency to crystalize that and get us both moving more in that direction.

Lee #5: I think the fact that you had a conference representing principals of schools with special classes and almost without exception we've expressed concern for ways of getting youngsters back into the mainstream. If this could be, let's say (described in) a one-page memorandum. . . . . I think the superintendent may read it, and I think there are board members that may read it and it would reinforce the idea that there is a concern, not just in this district. . . . . The trick would be to somehow get the most pertinent stuff down into a one-page introduction or abstract of some damn thing of those proceedings that will be a bit longer than any superintendent will look at and somehow slip that abstract into the superintendent's pocket. This is something that we should certainly keep in mind when we print up these proceedings.

Lee #6: I made a little note to myself, that we are currently involved in a building program in which we have two schools that are going to be enlarged, one of the questions I put there — Is there going to be consideration for maybe a BOCES class, and I would think that I wouldn't even (have) thought of this before. This could be a place now where I would be thinking about because before, we wouldn't even have had the space so that we couldn't

even consider it, but now, this would be a consideration that I would throw open to these administrators for these buildings.

Lee #7: I can honestly say NO! In my situation, one, because.....I am not equipped with a new way of conceptualizing my role in this dimension and, two, the structure that I am going back to hasn't changed. It's still as firm and formidable as when I left on Thursday. So that practically speaking, I don't see how I could change it anyway. But I'm not going to change. I'm going back with possibly three tentative plans: First, to see if we can pick up a portable classroom to incorporate what we have been talking about, possibly along the way some time or another have special education classes in the district. We haven't been able to help because of the shortage of classrooms, so I'm thinking (in) terms now of getting a portable classroom; Secondly, to go back and review every case that we have in the school that is attending BOCES; and Thirdly, to incorporate some of the practices that special education has in the classroom, back in our regular school operation, because we have some marginal classes and I can see where teachers possibly haven't — through lack of knowledge and so on — been able to handle these children adequately. And in relation to this, contact BOCES and see if they can't send some people down who are very knowledgeable in this field to help us with the marginal cases.

Lee #8: I will.....not be.....just another John Strong.....and perhaps I would be more receptive to listening to a special educator as a consultant making use of their services working together. I do think that that has been pointed out very strongly here, and even if we didn't have that attitude when we came in, I think that you would go back at least with that in mind, that they are not there to take over your job, but here is a relationship that two of you together have to work on.

Lee #9: I think that special education achieved a higher priority on the list of things still to be done than would (have been the case), had I not attended (the simulation workshop).

Lee #10: Well, I happen to be in a 7-12 high school and I guess that the BOCES group is around 8th grade; however, it is housed in the high school end of the building and I think for the next year I would insist, I don't know how I'll do it, I'll insist it comes down to my end of the building and I'll try to involve teaching.

Lee #11: But I think the thing that I would like to learn more about is how can I do something with my regular staff to show them that every child is a special education child and what resources can BOCES provide.

Lee #12: I think that I have taken a rather passive role until this year in relation to getting a class back into our area which we've had brought up several

times but it's never been pushed. I think I would be an active participant in that now, because I have some background.

Questions regarding the evaluation of the simulation approach, as a workshop experience, yielded comments such as the following:

Lee #1: I'll just say that I think this has been the best, from every aspect, from any conference, workshop, or anything else I've attended in the last three years. I think it was because I had to play an active part in this and had to solve problems or try to anyway.

Lee #2: Without failing, I've gotten more out of this than anything I've attended in three years.

Lee #3: .....if you (are) not in special education, you just don't have the feeling of what they are trying to accomplish.....by imposing this role upon us, I think it has opened up an avenue, realizing what the problem really is .....I think it was much better to act this out as opposed to hearing someone say "You must interact".

Lee #4: I wasn't sure what it was going to be when I came and I almost sent somebody else in my place, but I wouldn't have missed it.

CONCLUSIONS AND IMPLICATIONS

In summary, the SEATS was used with regular educators in an attempt to make them better informed about special education, and to change their attitudes towards the integration of exceptional children into regular education and towards some of the issues that exist between regular and special education. The data of the pre and post-test must be interpreted with some caution as there was no control group operating; however, given these results and the interview feedback at the end of the workshop, it would appear that the concept of using the SEATS in this manner is sound.

It would appear that if the workshop were lengthened somewhat, even greater results could be obtained. If this were done again and a control group was added, it could give solid testimony to the idea. Given that the procedure could be demonstrated as valid, there seems to be a great potential here for the local special education director to use this type of workshop to form a better and more effective working relationship in his district. This procedure, quite possibly, could be a useful tool in the field as well as for state education departments.

APPENDIX A

Westchester County, New York
13-15, November, 1969

S.E.A.T.S. WORKSHOP EVALUATION INTERVIEW SCHEDULE

Procedure

On Saturday morning, 15 November, 1969, the twenty workshop participants will be brought together into groups of five, each group responding to the interview schedule with one of the four workshop interviewers (tentative: Burke, Herring, Sage, Sontag). Exact time will be announced.

Using a structured panel interview/discussion model, each interviewer will obtain the participant's reaction to the series of discussion topics listed below. Each of the four group discussions will be taped; all interviews will be held simultaneously, if possible.

Interview Schedule

(Interviewer's role is to obtain maximum participant reaction to the following structure. Be sure that the entire session is taped. The purpose of the groups and the desired outcomes will be outlined by the workshop director when the group formation announcement is made.) NB: sentences in parenthesis in the schedule constitute the underlying issue that is being considered - supplied only as a referent.

1. Recalling your perspective, belief, and feeling toward special education prior to this workshop, has anything changed as a result of your participation?

Sub-points:

1.1 Do you now possess more information?

1.2 Do you now have a better understanding of the issues and problems in special education?

1.3 What do you believe are the major problems and issues?

1.4 Do you now feel a difference in your rapport and alliance with the special educator as a result of this experience?

1.5 Considering the responsibility for educating handicapped children in the public school system, do you now feel any change in your role relative to that responsibility? (Is the handicapped child's education seen as solely the responsibility of the special educator?)

1.6 Given that you understand the concept of an integrated versus a segregated special education program, do you feel that you have changed your position with respect to this issue as a result of your involvement in this workshop?

2. Knowing that you will return to your regular position after this experience, do you feel that your behavior will be changed in any way?

Sub-points:

2.1 Do you sense that there will be any change in your total interaction with the special education program and its personnel?

2.2 If there will be a change in your interaction with special education administrators and supervisors, how will it be manifested?

2.3 If there will be a change in your interaction with the handicapped children and special classes in your district, of what will it consist and how will it be manifested?

3. Was this simulation experience effective or could the time have been more efficiently spent in a different type of activity?

4. Given that it may be possible to conduct a workshop of the same or greater (up to two weeks) length in the future, using simulation with another group of regular educators, what would you like to see included and/or deleted in such an endeavor? (Attempt to get convergent suggestions - rearrangement of presented structure; but strongly encourage any divergent innovative ideas).

NAME_____ CODE_____

STUDY INSRUCTIONS*

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of your page is very closely related to one end of the scale, you should place your check-mark as follows:

fair__x__:_____:_____:_____:_____:_____:_____unfair

or

fair_____:_____:_____:_____:_____:_____:__x__unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong_____:__x__:_____:_____:_____:_____:_____weak

or

strong_____:_____:_____:_____:_____:__x__:_____weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active_____:_____:__x__:_____:_____:_____:_____passive

or

active_____:_____:_____:_____:__x__:_____:_____passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe_____:_____:_____:__x__:_____:_____:_____dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

This Not This

_____:_____:_____:__x__:_____x_____:_____

(2) Be sure you check every scale for every concept - do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

*From Osgood, Charles E., Suci, George J. and Tannenbaum, Percy H. The Measurement of Meaning. Urbana: University of Illinois Press, 1957.

As illustrated here, each of the ten concepts (listed in the section on objectives) was positioned as a heading.

ALL HANDICAPPED CHILDREN PLACED IN SPECIAL CLASSES

good_____:_____:_____:_____:_____:_____:_____bad

hopeless_____:_____:_____:_____:_____:_____:_____hopeful

high_____:_____:_____:_____:_____:_____:_____low

meaningless_____:_____:_____:_____:_____:_____:_____meaningful

educational_____:_____:_____:_____:_____:_____:_____mystifying

unintelligible_____:_____:_____:_____:_____:_____:_____intelligible

useful_____:_____:_____:_____:_____:_____:_____useless

regressive_____:_____:_____:_____:_____:_____:_____progressive

wrong_____:_____:_____:_____:_____:_____:_____right

progressive_____:_____:_____:_____:_____:_____:_____degenerate

unwarranted_____:_____:_____:_____:_____:_____:_____warranted

positive_____:_____:_____:_____:_____:_____:_____negative

vacuous_____:_____:_____:_____:_____:_____:_____thoughtful

intelligent_____:_____:_____:_____:_____:_____:_____unintelligent

sick_____:_____:_____:_____:_____:_____:_____healthy

wholesome_____:_____:_____:_____:_____:_____:_____morbid

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